

## **Governor's Nutrition and Physical Activity Scorecard and Awards Program**

The purpose of the Governor's Nutrition and Physical Activity Scorecard and Awards Program is to recognize and reward schools for implementing promising practices to support proper nutrition and increased physical activity that promote student health and improved academic performance.

**Brief Description:** Research-based "best practices" that support proper nutrition and increased physical activity for K-12 students form the basis of the Governor's Nutrition and Physical Activity Scorecard. Schools are encouraged to use the scorecard as a tool for identifying best practices and measuring progress towards meeting the nutrition and physical activity needs of students. The best practices and policies recommended by the Virginia Action for Healthy Kids, national and state organizations, and the Joint Committee of the Board of Education and Board of Health are incorporated into the scorecard. A point system has been created to evaluate and recognize school-based efforts. A tiered recognition program has been developed (e.g., gold, silver, bronze) that rewards schools based on the best practices implemented. The Governor's Nutrition and Physical Activity Scorecard is an incentive program intended to drive best practices and policy changes at the school and division levels, enhance student health, and improve academic achievement.

**Participation in the Program:** Schools that wish to participate in the Governor's Nutrition and Physical Activity Award program must meet the following requirements:

- The school has established a team consisting of, at a minimum, the school principal or designee, the school nutrition manager, the school health and physical education program coordinator, the division school nutrition director, and the division health and physical education program coordinator. This team will complete the scorecard identifying nutrition and physical activity practices that promote student health.
- The team will provide the school division's superintendent and School Health Advisory Board with a copy of the completed scorecard.

**Scorecard Completion:** Best practice items to promote physical activity and good nutrition are listed on the scorecard, and weighted with a point value of "10," "5," or "2." Each item includes explanations, definitions, and additional information. The total number of points accumulated after completion of the scorecard will be automatically calculated. There will be three levels of awards, depending on total point accumulations.

To be eligible for an award, a school must accumulate at least 50 points in the physical activity and nutrition sections, respectively.

## Physical Activity Scorecard

### **EDUCATION**

- 1. All students receive physical education for at least 150 minutes per week (for elementary) and 225 minutes per week (for middle and high school) throughout the school year.**

Physical education = structured physical education classes, not recess.

- ☐ 150 min./week for elementary and 225 min./week for middle and high school
- ☐ 90 min./week for elementary and 135 min./week for middle and high school
- ☐ 60 min./week for elementary and 90 min./week for middle and high school
- ☐ Less than 60 min./week for elementary and less than 90 min./week for middle and high school

- 2. Elementary school provides a minimum of 30 minutes of daily recess that promotes physical activity beyond what is provided through physical education classes.**

- ☐ 30 minutes of daily recess that promotes physical activity, which could be structured and/or non-structured activities
- ☐ 20 minutes of daily recess that promotes physical activity, which could be structured and/or non-structured activities
- ☐ 30 minutes of daily recess
- ☐ Less than 30 minutes of daily recess
- ☐ Does not apply – This school is not an elementary school

- 3. Middle and high school students design and implement individualized physical activity/fitness plans. Physical education teachers provide ongoing feedback and monitor students' progress in implementing their plans.**

Individualized physical activity/fitness plans contain:

1. Ongoing assessment of health-related fitness.
2. Long-term and short-term personal goals for participating regularly in physical activities and maintaining or improving health-related fitness.
3. Specific actions to achieve those goals (to include physical activity homework).
4. A timeline for taking specific actions, assessing progress, and achieving goals.
5. Methods that will be used to record actions taken and assess progress.

- ☐ All of the above components have been met.
- ☐ Four of the five above components have been met.
- ☐ Three of the five above components have been met.
- ☐ Less than three of the five above components have been met.
- ☐ Does not apply – This school is not a middle or high school.

**4. Teachers use instructional practices that provide for maximum participation for every student in all physical activities.**

Best practices = maximize inclusion with all students active in developmentally appropriate activities that avoid: (1) using games that eliminate students; (2) having many students stand in line or on the sidelines watching others and waiting for a turn; and (3) allowing highly skilled students to dominate activities and games.

- ☐ All students are moving 90 percent of the time during the class period.
- ☐ All students are moving 75 percent of the time during the class period.
- ☐ All students are moving 60 percent of the time during the class period.
- ☐ All students are moving less than 60 percent of the time during the class period.

**5. The school provides students and their families opportunities to participate in a variety of physical activities.**

Opportunities to participate in a variety of before and/or after-school physical activities such as:

1. family fitness nights
2. fun walks and runs
3. bike events
4. intramurals or clubs/teams
5. other special events

- ☐ Frequent (three to five days per week) before and/or after-school programs that promote physical activity from the list above.
- ☐ Regular (two days per week) before and/or after-school programs that promote physical activity from the list above.
- ☐ Special events occur at least once a month.
- ☐ Special events occur less than once a month.

**6. The physical education teachers consistently use instructional practices that are appropriate for students with special needs.**

Special needs include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and medical conditions such as diabetes, asthma, and scoliosis.

Instructional practices include:

1. offering separate adapted physical education classes
2. adapting physical education goals and objectives
3. adapting tests, sports, and activities
4. using modified equipment and facilities
5. using a second teacher, aide, physical therapist, or occupational therapist to assist
6. using peer teaching

- ☐ #1 is selected **or** four of the five others are selected.
- ☐ Three of the five other aforementioned components have been met.
- ☐ Two of the five aforementioned components have been met.
- ☐ Less than two of the five aforementioned components have been met.

**7. Schools integrate health and physical education concepts and other curriculum areas such as mathematics, science, history/social science, and English.**

Concepts would emphasize lifelong healthy physical activity behaviors while promoting learning in the four core areas. One example is the use of an outdoor walking classroom as part of instruction in biology.

- ☐ Integrate health and physical education and all four core curriculum areas.
- ☐ Integrate health and physical education and three of the core curriculum area.
- ☐ Integrate health and physical education and two core curriculum areas.
- ☐ Integrate health and physical education and fewer than two core curriculum areas.

**8. The school has adequate equipment (e.g., balls, rackets, and other manipulatives) for every student to be active.**

- ☐ Each child has his or her own equipment.
- ☐ There is equipment for 50 percent of the children (one piece of equipment for every two students).
- ☐ There is equipment for 25 percent of the children (one piece of equipment for every four students).
- ☐ There is not enough equipment for 25 percent of the children (one piece of equipment for every four students).

**9. Students use feedback technologies that promote student-centered approaches to learning about nutrition and physical activity.**

Examples of technologies that provide feedback to students, enhance learning, and contribute to healthy nutrition and physical activity choices include pedometers, heart rate monitors, and software programs. (Note: Were appropriate at the elementary level)

- ☐ Teachers incorporate nutrition or physical activity technologies in 90 percent of lessons.
- ☐ Teachers incorporate nutrition or physical activity technologies in 75 percent of lessons.
- ☐ Teachers incorporate nutrition or physical activity technologies in 50 percent of lessons.
- ☐ Teachers incorporate nutrition or physical activity technologies in fewer than 50 percent of lessons.

## **PARENT-COMMUNITY PARTNERSHIPS**

### **10. At least 50 percent of boys and 50 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.**

School or community-sponsored extracurricular physical activity programs include interscholastic sports, intramural activities, community sports programs, school dance, walking, and karate clubs.

- ☐ Fifty percent of boys and 50 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.
- ☐ Forty percent of boys and 40 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.
- ☐ Thirty percent of boys and 30 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.
- ☐ Less than thirty percent of boys and less than 30 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.

### **11. Through school-community partnerships, students have opportunities to participate in activities that promote physical activity.**

Community partnerships include PTA, non-profit organizations, and businesses.

- ☐ Five school-community partnerships
- ☐ Three school-community partnerships
- ☐ Two school-community partnerships
- ☐ Less than two school-community partnerships

## Nutrition Scorecard

### **SCHOOL MEALS**

#### ***School Meals- Definition:***

Foods served at school under the National School Lunch Program (7 CFR Part 210) and the School Breakfast Program (7 CFR Part 220) and the applicable nutritional requirements set forth in the regulations.

#### **12. The school participates in the USDA National School Lunch Program.**

##### Standards

1. The lunch program is fully accessible to all students enrolled in school. Free and reduced-price meals are provided, to students who meet income requirements, in a manner that ensures these students are not identified by others. The school division met the performance standards of the most recent federal Coordinated Review Effort, or, all corrective action required has been completed.
2. The lunch program meets the nutrition regulations of the School Meals Initiative. The school division met the performance standards of the most recent federal SMI review, or, all required corrective action has been completed.
3. School does not participate in the USDA National School Lunch Program.

- ☐ **YES**      Standards 1 and 2 are met.
- ☐ **NO**      Fewer than 2 standards are met.

#### **13. The school participates in the USDA School Breakfast Program.**

##### Standards

1. The breakfast program is fully accessible to all students enrolled in school. Free and reduced-price meals are provided, to students who meet income requirements, in a manner that ensures these students are not identified by others. The school division met the performance standards of the most recent federal Coordinated Review Effort, or, all corrective action required has been completed.
2. The breakfast program meets the nutrition regulations of the School Meals Initiative. The school division met the performance standards of the most recent federal SMI review, or, all required corrective action has been completed.
3. School does not participate in the USDA School Breakfast Program.

- ☐ **YES**      Standards 1 and 2 are met.
- ☐ **NO**      Fewer than 2 standards are met.

**14. A computerized point of service meal counting program is used in the cafeteria to provide the maximum protection of students' eligibility category.**

Standards

1. The school has a USDA approved computerized point of service system.
2. At the point of service all students in all eligibility categories receiving breakfast and lunch meals access their "accounts" with a PIN or ID card. (The cashier may key in numbers for younger or special needs students).
3. School does not use a computerized point of service system.

- ☐ **YES**      Standards 1 and 2 are met.
- ☐ **NO**      Fewer than 2 standards are met.

**15. Students have adequate time to eat school meals.**

Standards

1. Bus transportation and class schedules are coordinated for breakfast and lunch so that all students have the opportunity to eat.
2. All students have at least 10 minutes to eat breakfast from the time they are seated.
3. All students have at least 20 minutes to eat lunch from the time they are seated.

- ☐ **YES**      3 standards are met.
- ☐ **NO**      Fewer than 3 standards are met.

**16. School meals include a variety of foods.** A school meal is a set of foods that meets reimbursable school meal regulations. This does not include a la carte foods.

Standards

1. A minimum of two entrees is offered daily for lunch.
2. A minimum of two entrees is offered daily for breakfast.
3. A minimum of two different fruit choices (including one fresh) is offered daily for lunch.
4. A minimum of two different vegetable choices (including one fresh) is offered daily for lunch.
5. Five foods containing whole grain are offered weekly.
6. Daily choices are not offered to students.

- ☐ **YES**      4 or more standards are met.
- ☐ **NO**      Fewer than 4 standards are met.

**17. Low-fat and skim milk are available at breakfast and lunch every day.**

Standards

1. Low-fat milk (1 percent or less) and skim milk are available at breakfast every day.
2. Low-fat milk (1 percent or less) and skim milk are available at lunch every day.
3. Low-fat and/or skim milk is not available at this school.

- ☐ **YES** Standards 1 and 2 are met.
- ☐ **NO** Fewer than 2 standards are met.

**18. Meals include appealing, low-fat items. NOTE: School breakfasts should not be expected to include vegetables.**

Standards

1. Appealing, low-fat items that are acceptable to a majority of students are identified by some kind of evaluation such as analysis of plate waste or student choices.
2. Fresh fruit or 100 percent fruit juice with no sugar added is offered.
3. Fresh or cooked vegetables with no fat added are offered.
4. Low-fat milk, skim milk, low-fat or no fat cheese or yogurt is offered.

- ☐ **YES** 3 or more standards are met.
- ☐ **NO** Fewer than 3 standards are met.

**19. Food purchasing and preparation practices are used to reduce fat content.**

The school food service consistently follows these food purchasing and preparation practices to reduce the fat content of foods served.

Standards

1. Spoon solid fat from chilled meat and poultry broth before using.
2. Use specifications requiring lower fat content in ordering processed foods such as hamburgers, pizza, and chicken nuggets.
3. Remove liquid fat from cooked ground beef before adding to other ingredients.
4. Remove skin from poultry before or after cooking or purchase poultry without the skin.
5. Steam, roast, bake, or broil meat rather than fry.
6. Use low-fat or reduced-fat cheese on pizza.
7. Prepare vegetables using little or no fat.
8. Cook with nonstick spray or pan liners rather than with grease or oil.
9. Offer low-fat and/or no fat salad dressings.

- ☐ **YES** 7 or more standards are met.
- ☐ **NO** Fewer than 7 standards are met.



**20. Nutrient analysis software is used in planning menus that meet the *School Meals Initiative* requirements.**

Standards

1. Menus are planned and analyzed every month using USDA approved software such as Nutri-Kids.
2. Nutrient analysis of cycle menus is done or updated at least twice per year using a USDA approved software such as Nutri-Kids.
3. A weighted nutrient analysis is done to determine the nutritional adequacy of foods students select and not just the menu offered.
4. School does not use nutrient analysis software.

- ☐ **YES**      2 or more standards are met.
- ☐ **NO**      Fewer than 2 standards are met.

**OTHER FOODS AVAILABLE TO STUDENTS DURING THE SCHOOL DAY**

**21. All foods provided (parties, snacks, treats) or sold on campus during the school day must meet minimum nutrient standards.**

The foods and beverages sold must be a recognized component of the food based meal pattern or must contain 5 percent of the Daily Value, per serving or per 100 calories, of at least one of these eight essential nutrients: iron, calcium, protein, vitamin A, vitamin C, niacin, thiamine, or riboflavin.

Standards

The minimum nutrient standards are met for:

1. All foods and beverages sold by the cafeteria during lunch and at other times.
2. All foods and beverages sold by the school, including vending.
3. Classroom parties and other special events.
4. Snacks provided to students (including but not limited to Afterschool Snack Programs).

- ☐ **YES**      3 or more standards are met; #1 must be one of the three standards met.
- ☐ **NO**      Fewer than 3 standards are met or 3 standards are met that do not include #1.

**22. The only beverages sold by the cafeteria and anywhere on campus during the school day are 100 percent fruit juices or fruit juice drinks with a minimum of 25 percent fruit juice, water, and low-fat or non-fat milk.**

Standards

1. 100 percent fruit juices are sold.
2. Beverages with a minimum of 25 percent fruit juice are sold.
3. Unflavored water is sold.

4. Low-fat and/or non-fat milk are sold.
5. No carbonated drinks are sold.
6. School sells beverages that do not meet these standards.

- ☐ **YES**      3 or more standards are met; #5 must be one of the three standards met.
- ☐ **NO**      Fewer than 3 standards are met or 3 standards are met that do not include #5.

**23. The only snacks sold in the cafeteria and anywhere on campus during the school day contain fewer than 300 calories per item.**

Standards

1. The cafeteria sells only snacks with fewer than 300 calories per item.
2. The school (but not the cafeteria) sells only snacks with fewer than 300 calories per item.
3. The cafeteria and the entire school campus sell only snacks with fewer than 300 calories per item.
4. Neither the cafeteria nor the school meets the 300 calories per item standard.

- ☐ **YES**      Standard 3 is met.
- ☐ **NO**      Standards 1 and/or 2 are met; standard 3 not met.

**24. The only snacks sold in the cafeteria and anywhere on campus during the school day contain no more than 30 percent of calories from fat (except nuts and seeds) and no more than 10 percent of calories from saturated fat per serving.**

Standards

1. The cafeteria sells only snacks with no more than 30 percent of calories from fat and no more than 10 percent of calories from saturated fat per serving.
2. The school (but not the cafeteria) sells only snacks with no more than 30 percent of calories from fat and no more than 10 percent of calories from saturated fat per serving.
3. The cafeteria and the entire school campus sell only snacks with no more than 30 percent of calories from fat and no more than 10 percent of calories from saturated fat per serving.
4. Neither the cafeteria nor the school meets the 30 percent of calories from fat and 10 percent of calories from saturated fat standard.

- ☐ **YES**      Standard 3 is met.
- ☐ **NO**      Standards 1 and/or 2 are met; standard 3 not met.

**25. The only snacks sold in the cafeteria and anywhere on campus during the school day are no more than 35 percent by weight sugar per serving.**

Standards

1. The cafeteria sells only snacks with no more than 35 percent by weight sugar per serving.
2. The school (but not the cafeteria) sells only snacks with no more than 35 percent by weight sugar per serving.
3. The cafeteria and the entire school campus sell only snacks with no more than 35 percent by weight sugar per serving.
4. Neither the cafeteria nor the school meets the 35 percent sugar standard.

- ☐ **YES**      Standard 3 is met.
- ☐ **NO**      Standards 1 or 2 is met; standard 3 is not met.

**26. Fund-raising organizations are encouraged to limit the sale of high fat or high calorie foods and have minimum nutrition standards for all foods sold.**

Standards

1. The school provides fund-raising organizations with information related to current childhood nutrition issues and the importance of nutrition integrity for all foods available to students.
2. The school provides fund-raising organizations with examples of foods that meet minimum nutrient standards and portion sizes.
3. The school does not allow fund-raising organizations to sell high fat or high calorie foods that do not meet minimum nutrition standards.
4. The school does not meet any of the standards for foods sold by fundraising organizations.

- ☐ **YES**      Standards 1 and 2 or standard 3 is met.
- ☐ **NO**      Standard 1 or 2 is met; standard 3 not met.

**NUTRITION EDUCATION- Students**

**27. There is collaboration between the cafeteria and the classroom to reinforce nutrition education.**

Standards

The cafeteria manager and school nutrition staff:

1. Sponsor cafeteria promotions that teach and/or reinforce nutrition concepts.
2. Display on the serving line and in the cafeteria nutrition education media such as posters, student artwork or nutrition projects and other media.
3. Coach students or classes in planning school menus that are featured several times a year.

4. Give presentations to students about the school nutrition program and healthy eating.
5. Provide cafeteria tours for classes.
6. The school does not meet any of these nutrition education standards.

- ☐ **YES**      3 standards or more are met.
- ☐ **NO**      Fewer than 3 standards are met.

**28. Adults eat with students and serve as role models for healthy eating practices.**

Standards

1. Parents are regularly invited to school to eat lunch with their children.
2. The school does not allow school staff to bring carbonated beverages in the cafeteria.
3. The school distributes information to parents about how they can be role models to their children by choosing to eat school meals rather than bring in food such as fast food.
4. The school prohibits school staff and adult visitors from bringing in food from restaurants to eat in the cafeteria during school lunch and breakfast.
5. The school does not meet any of these standards.

- ☐ **YES**      3 standards or more are met.
- ☐ **NO**      Fewer than 3 standards are met.

**29. Students are given nutrition education opportunities and resources beyond minimum required classroom instruction.**

Standards

1. The school Web site has a link to age appropriate nutrition education Web sites.
2. School health fairs that have a nutrition education component are sponsored.
3. School job fairs that feature nutrition related professions are sponsored.
4. The school does not meet any of these standards.

- ☐ **YES**      2 standards or more are met.
- ☐ **NO**      Fewer than 2 standards are met.

**30. The school has an active Nutrition Advisory Council (or cafeteria committee) that includes students.**

Standards

1. Students are members of a Nutrition Advisory Council or cafeteria committee that meets at least twice a year.
2. The Nutrition Advisory Council or cafeteria committee addresses the issues of unhealthy eating practices and provides ideas for getting students to eat healthier.
3. The school does not meet either of these standards.

- ☐ **YES**          Standards 1 and 2 are met.  
☐ **NO**          Fewer than 2 standards are met.

**NUTRITION EDUCATION- Parents/Community**

**31. Nutrition information is provided regularly through written and other communication with parents.**

Standards

1. The principal provides a newsletter or school update to parents at each grading period that includes information promoting school breakfast and the nutritional value of school meals.
2. The principal provides a newsletter or school update to parents at each grading period that includes nutrition information about the relationship of nutrition and children's academic success.
3. The school does not meet either of these standards.

- ☐ **YES**          Standards 1 and 2 are met.  
☐ **NO**          Standard 1 or 2 is met.

**32. The school has a Nutrition Advisory Council (or similar committee) that includes parents.**

Standards

1. The school has a Nutrition Advisory Council (or similar committee) that includes parents as members in meetings at least once per year.
2. The Nutrition Advisory Council (or similar committee) addresses the issues of unhealthy eating practices and provides ideas for getting students to eat healthier.
3. The school does not meet either of these standards.

- ☐ **YES**          Standard 1 or 2 is met.  
☐ **NO**          Neither standard 1 or 2 is met.

**33. Partnerships are developed with allied groups to strengthen the mission of improving the nutritional status of children.**

Standards

1. The school has an active PTA or other parent organization that is addressing childhood nutrition issues and is providing education and support for addressing the issues at school, at home and in the community.

2. The school has partnerships with allied community groups like the Health Department, the American Heart Association and the American Cancer Society to find strategies to address childhood nutrition issues.
3. The school does not meet either of these standards.

- ☐ **YES**      2 standards are met.
- ☐ **NO**      Fewer than 2 standards are met.

**34. Menus and nutrition messages are posted monthly on the school's Web site.**

Standards

1. Menus are posted monthly on the school Web site.
2. Nutrition messages are posted monthly on the school Web site.
3. The school does not meet either of these standards.

- ☐ **YES**      Both standards 1 and 2 are met.
- ☐ **NO**      Fewer than 2 standards are met.